



Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, SEPT. 10, 1888

No. 9.

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Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, SEPT. 10, 1883

No. 9.

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J. H. MERWIN, Managing Editor.
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ST. LOUIS, SEPT. 10, 1883

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Our subscribers do themselves great credit in the kindly mention of the fact that the advertisements in our columns attracted their attention. Advertisers like to hear just where their patrons get their information.

Our schools are all full, both public and private—full to overflowing, and many from necessity are turned away. These things ought not so to be. If there is any one thing we ought to do in this country, first and foremost, it is to educate the children. That is a prime necessity, a prime factor in our safety and progress.

The men or the party that interfere with this necessity, must step down and out.

The Post Dispatch says:

"It cannot be urged that the University is strong in the classics, but it makes this up in the scientific department."

The scientific department, it will be remembered, is at Rolla, Mo.

They have, or are to have, a second-hand statue though, in the Campus at Columbia, and it is said to be a donation from the popular President of the University!

The School Commissioner of Laclede county, and at least three of the teachers are, or have been newspaper men, and every issue of the four papers published in the county, contain more or less educational matter. This is as it should be.

The most unhappy of all men is the man who cannot tell what he is going to do, who has got no work cut out for him in the world, and does not go into it.

In asking to have the address of the *American Journal of Education* changed, please give the old address as well as the new, naming the county as well as the State, and writing your name plainly and in full.

THE ST. LOUIS FAIR will this year excell all others in extent and variety in all departments.

A grand "object lesson" to young and old. Schools as well as communities should arrange to spend a day on the grounds.

Not only the Fair proper will be in all respects larger and grander than ever before, but the street parade, the illumination of the city, the Veiled Prophets, will also present a spectacle never before witnessed on this continent.

The managers of the Fair have put more money and more experience and more attractions into this first week in October, than in any previous exhibition ever made.

Don't fail to come.

LIST OF DELEGATES

APPOINTED by the Governor of Missouri to represent the State of Missouri at the Convention to be held at Louisville, Ky., September 19 to 21, in the interest of Popular Education:

Dr. S. S. Laws, State University, Columbia.

Wm. F. Switzler, Columbia.

W. Pope Yeaman, Columbia.

James H. Shields, Carthage.

H. H. Harding, Carthage.

Prof. James M. Greenwood, Kansas City.

J. V. C. Karnes, Kansas City.

A. Comings, Kansas City.

Prof. Calvin M. Woodward, St. Louis.

James M. Riley, Plattsburg.

Henry T. Kent, St. Louis.

Prof. W. C. Goodlett, St. Charles.

Prof. T. E. Spencer, Marshall.

John W. Ellis, Plattsburg.

F. N. Judson, St. Louis.

Geo. H. Shields, St. Louis.

Dr. S. J. Nicolls, St. Louis.

Dr. John Snyder, St. Louis.

R. S. Musser, St. Joseph.

Silas Woodson, St. Joseph.

Dr. R. D. Shannon, Jefferson City. Wm. E. Coleman, Jefferson City. Aylett H. Buckner, Mexico. Chas. H. Hardin, Mexico.

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You can't quite afford to stay at home, at these rates.

Get your tickets at 100 North 4th Street, St. Louis.

THE Crawford County Institute, Mo., held at Steelville, Mo., Aug. 6th to 10th, inclusive, was the best that has been held in that county. A full attendance of the teachers in the county was one of the prominent features of the occasion.

The Institute was ably conducted by Mr. A. E. Douglas of the Cape Girardeau Normal School, assisted by County Commissioner Cowden and Messrs. Godwin, Landrum, Smith and Norrish. Judging from the amount of practical work at the session of this Institute, it is evident that Crawford county possesses a corps of energetic, go-ahead teachers.

We ought all of us to put shoulders to the wheel and demand postal telegraphy, owned and conducted by the United States, the same as the mail is carried.

Nothing is great but the inexhaustible wealth of Nature. She shows us only surfaces, but she is a million fathoms deep.

AN ADMIRABLE SPEECH.

PREST. J. BALDWIN of the Sam Houston Normal Institute at Huntsville, Texas, was elected one of the Vice Presidents of the National Teachers' Association at Saratoga, and Prof. Alexander Hogg, Supt. of the Fort Worth Schools, was elected one of the Counsellors.

Dr. Baldwin's speech on Texas and its resources, attracted a good deal of attention.

The principal points were printed by a large number of papers in the East. We give it in full. He said:

"Texas is a State of boundless possibilities.

The most prosaic statement of facts concerning this wonderful State seems like wild fiction.

In area Texas is equal to fifty-two States as large as Connecticut. Her population has doubled within a decade, and promises within a quarter of a century to equal the population of New York and Pennsylvania.

In the production of cotton, cattle and sheep, Texas now leads all the other States, as she will probably do in the near future in the production of sugar, cereals and fruits.

With her marvelous mineral wealth, with her extraordinary manufacturing facilities; with her net work of great national and international railroads; and with her thousand miles of sea coast, Texas is destined to become a great manufacturing and commercial State.

Fanned by the gulf breezes, Texas has a climate singularly mild, genial and healthful.

Texas is becoming eminently cosmopolitan, and nowhere are life and property safer.

How to educate the millions that are in Texas, and are pouring in from all lands, into homogenous, intelligent, moral American citizens, is a problem of appalling magnitude.

The Texas fathers dedicated 50,000,000 acres of land to education, and thus laid a broad and enduring foundation for popular education. On this foundation Texas statesmen and educators are steadily and wisely building an efficient school system.

The State University, beside other large endowments, has more than two million acres of choice land.

Each county is given 12,000 acres for public schools.

After selling several million acres, the State has 35,000,000 acres, sufficient to swell her permanent school fund to more than \$100,000,000.

The present Legislature has submitted constitutional amendments to supplement the above resources by a State school tax sufficient to sustain the schools for six months annually. Provisions are also made for local

taxation to build school houses and extend the school term.

From the primary school to the university, regardless of race or color, Texas extends equal educational facilities to all.

For four years Texas has sustained two State Normal Schools, one for the training of white teachers and one for colored teachers. Board, books and tuition have been furnished to students. The State also sustains a Normal Institute four weeks annually in each senatorial district, for white teachers, and in each congressional district for colored teachers. Excellent graded schools have been established in a large proportion of the cities and villages.

The agricultural college has been in successful operation for several years. The State university will open in September.

Beside her State schools, Texas has a large number of prosperous schools and colleges of which she is justly proud.

Profiting by the experience of other States and Nations, Texas is struggling to maintain a school system pre-eminently Texan, but equal to the best. Proud as she is of her material greatness, Texas is more ambitious to use all available means in the production of grand men and women.

Though no longer the "Lone Star" we may modestly claim that Texas is the rising star in the American galaxy.

IS THERE DANGER?

WE hear a good deal in these days about over education, educating too much, educating out of one's sphere, and many other similar croakings, from persons who know little about the facts, down the whole alphabet, to those who know less.

Let us look at the facts.

How long do the children ordinarily attend school?

If they never miss a day from six years of age to sixteen, it would seem at first glance, as if they were in school ten years.

Are they?

Suppose your school continues 9 months, 5 days to the week, and 20 days to the month, that would make 180 days in one year, and 1800 days in ten years.

As children spend less than six hours a day in school, this reduces the time to only one-fourth of 1800 days, which is 450 days of actual time in school, instead of ten years.

Do all the children attend school every day?

No.

So many are absent from various causes, that the figures show only an

average attendance of 63 out of every 100 enrolled.

This cuts it down again, and leaves only 283 days of school life for the average pupil who attends school until 16 years of age.

Into this 283 days we must crowd reading, spelling, writing, geography, arithmetic, and all other studies.

How much time can be devoted to each of these?

If five studies are pursued, each branch must be limited to less than two months actual time.

Can these fundamental branches, upon which success in life depends, be thoroughly mastered within this time?

Is there any immediate danger of over educating the mass of the people? Is it not rather more what we do not know that hurts us, than over-education? than too much intelligence?

THERE IS DANGER.

THREE is danger from too little education—not from too much education

We invite attention to the following facts in relation to the schools of Chicago and St. Louis:

We cannot give the figures for our country schools in the West and South, because no adequate record is kept.

If your district is making a better showing than the well-organized schools of Chicago, it is an exception. If, then, the following figures are true of our large cities, it is safe to conclude that the country schools are not much better. In the

CHICAGO

primary schools there are enrolled, 18,651; the second year the number is decreased to 10,251; the third year 8,947; the fourth year 6,134; the fifth year, or pupils 10 and 11 years of age, only 4,701.

Only 4,701 pupils at the age of 11 years remain in school out of 13,651 who started at the age of 6 years.

Or, in other words, 8,950 pupils have ceased to attend school. The sixth year, 3,124; the seventh year, 1,748; the eighth year, 981.

Only 981 pupils at the age of 13 or 14 remain in school, out of 13,651 who started.

12,670 have stopped, and only 981 remain.

Only 7 out of every hundred complete the common branches.

These figures do not have any reference to high schools, but only to those primary schools where the fundamental branches—reading, writing, geography and arithmetic, are taught.

If we include the high school course, the facts are still more serious.

In Chicago, out of over 50,000 children enrolled, only 121 graduate from the high school each year. In St. Louis, out of 50,000, only 88 complete the high school course.

Now, if this is the case under the best organized system in our large cities, what must be the school attendance in the country districts, where, for various reasons, children are out of school half the time and more?

The "status" of the Wall street gambler who bought his continuance as President of the State University, will be gathered from the following statement in a recent issue of the *Post Dispatch*:

"Out of the one hundred and forty free vacancies belonging to St. Louis, two were used last year, the rest went to waste."

That shows what the people of St. Louis think of Dr. Laws!

They seem to agree with the *P. D.* that he should be "kicked out."

PUNISHMENT.

BY ANNA C. BRACKETT.

WHATEVER view may be taken of the punishments inflicted by the State on adult criminals, it seems clear that there can rationally be but one possible of punishments to be awarded by schools to juvenile transgressors.

If the offence is so grave as to call for expulsion, then the well being of the rest of the school is what we are considering. If the child is to be kept in school, then it is his improvement that we ought to aim at.

In either case there is no idea of revenge or of inflicting pain that can enter into our plan as teachers. The object of school punishments should be always reformatory.

In the first case spoken of above, we can hardly call the child punished who is expelled from school. If his moral offence be so great that the possible injury to the rest of the pupils outweighs the possible improvement which we might produce on him, he will probably not suffer mentally from his enforced absence; or if his insubordination is likely to affect others, and render the government of the school questionable, he will not object to freedom from the authority which he has tried to subvert.

In that case, we simply say that we cannot give up our time to police duty, which we have agreed to use in teaching, and that in order that the rest of the pupils may be justly treated, the pupil in question must withdraw. That is, under the circumstances we cannot do him enough good to compensate for the loss of

good to others. We put him out of the question for the future, and turn our attention to improving the rest. A punishment ceases to be such if he who endures it does not suffer from it.

Leaving this case out of the question, we come then to punishments assigned to those who are still to be members of the school community, and it seems to me indisputable that all punishments should have for their end the improvement or reformation of the offender.

If a pupil annoys his teacher, that is no reason why the teacher should try to annoy the pupil till the account is squared. That is revenge, not correction, and all such retaliation must inevitably work harm. All school punishment, to do any good, must have a basis of more than simple justice beneath it. It must have some logical relation to the offence committed. If possible, it should be a result of the offence. That is to say, if a pupil is habitually tardy, or if he wastes the time of the class or his own study hour by playing, he may be logically punished by being required to study at recess. But to pull his ears or whip his hands would have no logical connection with the offence, and would therefore not tend really to conquer in the child the tendency which he had shown.

If he has tried to disturb the well-being of the school by deceit in any form, it is logical that he be so seated that he cannot conceal books or papers, and so that the teacher can overlook him at all times. If the front seat be too low for him and uncomfortable, that is an accident whose inconveniences he must endure. But to place him in a seat which was low and uncomfortable simply that he might be thereby inconvenienced, would be wrong.

The natural result of procrastination or of idling, is an accumulation of work by and by. The natural result of deceit is a liability to be watched as an object of suspicion.

Physical pain is the appropriate punishment for filthy and obscene words or acts. It is a pity that the whipping post has been abolished. It should always be used for a man who insults a woman, for when he does that he cannot be reached by any other means than physical.

But what is more illogical than to make a child lose a recess because he has told a lie?

We fancy sometimes that we are beyond all the old-time punishments of the school rooms, and yet only the other day, when some pupils at Eton, England, defaced a railway carriage in which they had been riding, the punishment awarded by the

head master was "to copy the whole of the first book of Milton's *Paradise Lost*!"

Can we imagine anything more absurd? If copying was the appropriate punishment, why not let them copy a series of letters. Six pages of A, six of B, and so on; but to give them a poem like Milton to copy as a punishment, seems the height of absurdity, in whatever light we consider it.

And yet this was the head master of one of the famous schools of England!

Why do our boys' schools and colleges not see that the logical result of this treatment of the boys is the hazing and other practices which they deprecate? But they do not try to correct the source of the evil.

So long as boys are treated in so unreasonable a manner in school and college, so long will they adopt unreasonable ways of acting as students.

Children appreciate justice, even when they suffer by it. But if they find all laws of justice and rationality which subsist outside of school, subverted and contradicted in school, what wonder that they conclude that justice, politeness, manliness and honor are a different thing in school and with relation to school authorities, from what they are outside of the school world?

A school properly run, whether for boys or girls, will require almost no correction and no punishment. It is the teachers and not the children who are the most to blame, and that they suffer is only the righteous retribution flowing from a logical process.

The whole subject of penalties in school needs a thorough revision at the hands of American teachers.

A FORWARD MOVEMENT.

HON. W. E. COLEMAN, our State Supt. of Schools and President of the Missouri State Teachers' Association, has inaugurated a movement which will do much toward working up a more intelligent public sentiment on school matters in this State. He has, as will be seen below, appointed an able corps of our strongest men to co-operate with him and with the county commissioners and editors of the State in circulating educational news and literature.

We need vastly more of this work done in the direction indicated.

He says: "In accordance with a resolution passed by the Missouri State Teachers' Association at Sweet Springs, June 28, 1883, you whose names are appended are appointed Institute Organizers for your respective senatorial districts. You are expected to co-operate with the county commissioners in institute work,

and in circulating educational news and literature; for this purpose to appoint an assistant in every county of your district.

1st District, O. C. Hill, Oregon.

2d District, E. B. Neely, St Joseph.

3d District, P. H. Grafton, Platte City.

4th District, B. F. Duncan, Gallatin.

5th District, O. F. Stultz, Chillicothe.

6th District, L. B. Coates, Salisbury.

7th District, J. T. Ridgeway, Macon City.

8th District, G. W. Turner, Richmond.

9th District, J. J. Iglehart, Columbia.

10th District, J. W. Marion, Fulton.

11th " J. S. Nelson, Louisiana.

12th " L. C. Moore, Memphis.

13th " J. M. McMurray, Paris.

14th " Anthony Haynes, Booneville.

15th Dist., J. L. Halloway, Sedalia.

16th Dist., B. F. Pettus, Harrisonville.

17th Dist., Robert Dunn, Warrensburg.

18th Dist., I. J. Smith, Peirce City.

19th Dist., Aven Nelson, Springfield.

20th Dist., T. S. Cox, Arcola.

21st Dist., G. W. Smith, Washington.

22d Dist., J. M. Morris, Rolla.

23d Dist., J. F. McNail, Dexter City.

24th Dist., C. L. Ebangh, Ironton.

25th Dist., J. M. Shelton, DeSoto.

26th Dist., N. B. Henry, Cape Girardeau.

27th Dist., J. F. Buchanan, Kansas City.

28th Dist., W. H. Campbell, Carthage.

Any report you may make of institutes and teachers' conventions in your respective districts will be embodied in the State Superintendent's annual report. Yours fraternally,

W. E. COLEMAN,
Pres't Mo. S. T. A.

TEACH LANGUAGE.

HON. B. G. NORTHRUP of Connecticut, said at Saratoga, that "we should teach language more in our schools. Our faculties are specially fitted for the tasks naturally incumbent in each successive period of life."

To learn to talk is one of the earliest efforts and necessities of the child. Nature so befriends him that his progress, even without a book or teacher, is marvelous. Though at two years of age he can speak but a few words, at six years he has a better command of his vernacular in

conversation than a student of Latin ordinarily acquires after ten years' study of that language.

The law of memory shows that language, especially in the form of reading, spelling, talking and writing should be the most prominent exercise of young children. The early mastery of one's native tongue facilitates all other attainments, while poverty of language is a hindrance and discouragement.

Just here the highest tact and didactic skill are needed.

Is it quite fair for the *Post Dispatch* to say that our State University "may not give as much for the investment as Harvard or even as Ann Arbor or Madison," and then forego all mention of the second-hand statue donated to the Campus by Dr. Laws.

COL. PARKER of Chicago, in discussing the paper of Prof. C. M. Woodward of the Manual Training School of St. Louis, before the National Teachers' Association at Saratoga, said:

"Men of business are paying their money for manual training schools, and teachers should take note of this spontaneous uprising. Education is the harmonious development of body, mind and soul. All questions should be settled as they bear upon this harmonious development. All environments of the child should tend to possibilities of growth."

So far as manual training is able to help the mind to grow harmonious it should come to our schools, and no farther. What is best adapted to make the mind grow, is the essential study.

Higher than reading or arithmetic in our primary schools is drawing. There are two things in mental growth, thought and skill; skill tells the teacher what the thought is.

Doing things was Froebel's idea of developing the mind. Let the child make what he draws, and draw what he makes. A good farm is the best primary school ever invented.

That is the best system of schools which makes a steady demand for good teachers; and that means universal, fair and thorough examinations, and fair wages, with prompt payment, as other State and county officers are paid.

Man is human only so far as he is reasonable and intellectual. The mind is the man, in the higher sense of the word. So far forth as the human being is the creature of capricious impulse and appetite, of mere inherited belief, usage and custom, or of prejudice, superstition and blind habit, he is only an animal.

ARKANSAS

American Journal of Education.

SPECIAL ANNOUNCEMENT.

WE call attention to the following special announcement from the former editor and publisher of the *Arkansas School Journal* and *Eclectic Monthly*:

LITTLE ROCK, Sept., 1883.

With this number we close the publication of the *Eclectic Monthly*. We have tried to furnish the people of this State with a first-class literary and educational journal. Whether we have succeeded in doing so or not we leave for its readers to say. We have, however, come to the conclusion that an enterprise of this kind may succeed better a few years later than at present, and have made arrangements to consolidate it with the *American Journal of Education*, published in St. Louis. All unexpired subscriptions to the *Monthly* will be filled out by that journal. We can assure our subscribers they will lose nothing by the change. The *American Journal of Education* is one of the best educational publications in the country; and its — editor, — J. B. Merwin, is one of the ablest writers of the age. He is thoroughly alive to the interests of education, and has probably done more efficient work in that cause than any other publisher west of the Mississippi River. He is deeply interested in the development and practical working of the best methods in our State, and will do his whole duty in her behalf at all times. We cheerfully recommend this journal, and would be pleased to know that every teacher in the State was a subscriber.

J. KELLOGG.

The Arkansas edition of this journal will be under the special editorial supervision of Mr. J. Kellogg, assisted by other leading educators of the State.

We shall try to reinforce this great and growing interest in the State, in the future as we have done in the past, but more largely, directly and efficiently.

We have been able to gather a very able corps of writers in our sixteen years' experience.

We have plans and elevations for the most improved school buildings (which have cost us thousands of dollars) to present from time to time, and we shall continue to urge the people and school officers, in the future as in the past, to make provision to pay the teachers promptly and liberally at the end of every month, as other county and State officers are paid.

We shall make this journal worth

four-fold its cost to every teacher and friend of education in Arkansas, as we do in other States, who reads it and circulates it among the people.

We ask the cordial co-operation of all school officers and teachers of both public and private schools.

J. B. MERWIN,
Managing Editor.

ARKANSAS.

M. R. W. E. THOMPSON, State Supt. of Public Instruction in Arkansas, aided by the Peabody fund, has taken a new departure this Summer, in the establishment of district normal institutes of two weeks duration in all the judicial districts.

The institute for the 7th District was held in Malvern, July 16-27, conducted by Prof. Bates of the Texarkana Institute, aided by Prof. Russell, one of the old and well-known educators of the State. The instruction was in every way a success, and left only two regrets with those in attendance: that the session could not have been longer, and that every teacher in the district could not have had the advantage of it.

The work was eminently practical, entertaining and profitable. Judging all the other institutes by this one, their practicability and efficiency have been fully proven, and these, we hope, will open the way for others of longer duration.

The great need of Arkansas is better instructed teachers, and the facilities to obtain this better instruction must be supplied.

Prescott, Hot Springs, Lonoke, Arkadelphia, Morrillton, Batesville, and other places, change their principals this Fall. Some, doubtless, will be benefited, while others will not; but either way, the principle is wrong. No teacher can do his best work and remain in a place only one year at a time.

E. L. V.

OCCASIONALLY, those who are entitled to a copy of the *American Journal of Education*, fail to receive it.

In so large a list as we mail, errors sometimes occur, in spite of the most careful management.

If those who fail to receive a copy promptly will kindly notify us by postal card, we shall be glad to correct errors, and to duplicate the numbers you have not received.

We want every person entitled to the JOURNAL to get it regularly and promptly, and if our friends who fail to receive it thus will let us know, we shall feel under obligations to them. It shall be sent!

When we know how to appreciate a merit, we have the germ of it within ourselves.

IOWA.

STATE Certificates and Diplomas in Iowa, involve the following points, to which we invite the attention of those who have been writing to us for information:

Candidates for State certificates shall be examined upon the following branches: Orthography, reading, writing, arithmetic, geography, English grammar, book-keeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa, and didactics; and candidates for State diplomas shall pass examination upon all branches required of candidates for State certificates, and in addition thereto in geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature and general history, and such other branches as the board of examiners may require.

A State certificate shall authorize the person to whom it is issued, to teach in any public school of the State for the term of five years from the date of its issue, and a State diploma shall be valid for the life of the person to whom it is issued; provided, that any State certificate, and any State diploma may be revoked by the board of examiners for any cause of disqualification, on well-founded complaint entered by any county superintendent of schools."

President Pickard of the State University of Iowa, one of the ripest, fairest men in the educational ranks in this country to-day, states his convictions of our school system, in brief, as follows:

"The course of study should embrace all topics below the ordinary college curriculum, making prominent the study of English and that universal language of drawing. Distinctions between primary, grammar and high schools should be abolished, and the whole classed as elementary schools, leaving the term 'secondary' education as applicable to college and university work. No system is complete without a manual training school."

Prof. Jennings, who gave us a pleasant call last month, reports progress in the good work in Northern Louisiana. His people at Alto have just finished a good school building, and are now going on to secure him an elegant house in which to keep boarders, so as to build up a first-class school in all respects.

Knowledge of three things is absolutely indispensable to the real art of teaching,—the growing mind, the means of growth, and the adaptation of means to growth.

PRESIDENT PICKARD reports the outlook for a large attendance at the State University of Iowa this year, as unusually good. Many letters have been received from young men and women who intend to enter, while the number of applications for catalogues and information has been phenomenal. Every indication points to an unusually large Freshman class, and if the season turns out as well as it promises, the number of students who will attend the next session will be larger than ever.

A SUCCESS.

THE teachers of Shelby county, Illinois, deserve great credit for the enthusiasm with which they have maintained and attended their county normal institutes for several years past. A most successful session, continuing four weeks, was closed Aug. 18. One hundred and twenty teachers were enrolled, and continued in prompt and regular attendance during the term.

A peculiar feature of this institute is the manner in which it is supported,—the fund to pay instructors and other expenses, being raised by voluntary contributions on the part of the teachers, no assistance ever having been asked or received from the State or county. Teachers usually contribute from two to ten dollars each, and it is this "proprietary" interest, no doubt, which gives the normal its peculiar *esprit de corps*.

The teachers are usually divided into two classes, the beginners and those who have had more or less experience in teaching. No time is spent in idle discussion of threadbare topics, thorough model school work being the idea throughout the session.

Two gentlemen, Howard of the Madison School, St. Louis, and Mr. Hughes of Sullivan, Ill., have been the leading instructors for the last five years, and have fully inspired the teaching force of the county with their own enthusiasm. W. B. Marshutz is the efficient county superintendent.

Plato is philosophy, and philosophy, Plato,—at once the glory and the shame of mankind, since neither Saxon nor Roman have availed to add any idea to his categories.

Wit makes its own welcome, and levels all distinctions. No dignity, no learning, no force of character, can make any stand against good wit.

Students of music, literature and the fine arts, will find valuable information in the new calendar of the New England Conservatory of Music, which will be sent free to all applicants. Address E. Tourjee, Franklin Square, Boston, Mass.

AUGUST SCHOOL NEWS.

Editors American Journal of Education:

AS you wished me to send you the school news for the month, I submit the following:

Teachers' institutes were held at Vandalia, Mount Carmel, Lincoln, Louisville, Carbondale and Belleville, Illinois. They were all largely attended, owing to the practical and attractive subjects.

AT VANDALIA

Mr. B. F. Shipley advocated more skilled teachers and higher salaries in Central Illinois.

AT MT. CARMEL

Mr. S. M. Inglis of the Carbondale University, advised all teachers to take a broader and more hopeful view of life around them.

AT LINCOLN

Dr. Schouller of the State Reform School, told how to manage bad boys by good manners and kind treatment.

AT LOUISVILLE,

It was stated that the grade of efficiency in Clay county, for teachers, was higher than ever before.

AT CARBONDALE

Hon. Isaac Clements claimed that teachers should train pupils to home improvement and systematic industry.

Dr. Robert Allyn wanted pupils to draw directly from nature, as in the St. Louis Public Schools.

Mr. George L. Guy held that teachers should view their work from the citizen's outlook, for results of practical utility and value. At

BELLEVILLE

the special features were an exhibition class in English language lessons, on the Chicago and St. Louis plan, conducted by Mr. Francis E. Cook, Principal of the Douglas School, St. Louis, and a natural science class, with the telephone for a lesson.

The New York *Herald* wants educational conventions and institutes to denounce teaching reading and writing in public schools as ornamental branches, and to require pupils to understand and remember what they read and write.

A wealthy bachelor who saw the lady teachers at the

EMPORIA,

Kansas, Institute, said they were the handsomest and most intelligent looking ladies he ever saw, and now these ladies are anxious to know which one of them he looked at.

The newspapers of Boston, New York and St. Louis failed to appreciate the sublime rhetoric of the teachers at the Concord School of Philosophy, and therefore asserted that the school was a mazy game of verbal mechanics, talking so as not to be understood, and dealing in specula-

tions that raised the philosophers off their feet and sent them twisting around through ether. A mistake.

The industrial schools for Indians in the United States, have 10,250 pupils.

Vanderbilt presented thirty college students with \$100 each, for working to earn their board and tuition.

A school house near Sturgeon, Mo. was burned August 19, by dissatisfied citizens, to prevent it being removed to another site.

IRON COUNTY,

Missouri, will receive from its railroad, \$2,000 for school tax. The

STATE OF TEXAS

has increased its school fund 90 per cent. this year, and will have \$1,400,000 for its school population of 310,000, or \$4.50 per capita.

THE ST. LOUIS PUBLIC SCHOOLS

will open this September with thirty new teachers, twenty-five promoted ones, and forty assigned to different schools than last year. During vacation sixteen St. Louis school teachers married, thirty resigned, forty were granted leave of absence, and three died.

A strong effort will be made to establish a manual training department in the Irving, Stoddard, Bates and Blair schools in St. Louis this year, so as to give the boys a slight advantage over trade unions in apprenticeship.

In admitting pupils to kindergarten instruction, the unpledged word of parents as to the children being over five years old, will be taken in St. Louis.

EUBA.**ABOUT MARRIAGE.**

MR. E. T. MERRICK discusses this all-important subject in the September number of the *Popular Science Monthly*, under the head of "Conditions which Enter into the Marriage Contract." He mentions a few of these "conditions" from a legal standpoint, to which we invite the attention of teachers and others:

"With the lawgiver, the contract of marriage—the most important of all contracts—may be supposed to rest upon the gravest considerations, and give rise to the most serious deliberations. He may well inquire:

1. What relations must be prohibited from marrying each other?

2. At how early an age may marriage be permitted, and what relations must be called upon to assent to the marriage of minors?

3. Ought the insane who have lucid intervals to be permitted to marry?

4. Are there any diseases—such as leprosy, elephantiasis, scrofula, or others—which ought to prevent the marriage of such diseased persons?

5. Ought marriage with inveterate drunkards to be prohibited?

6. Are there any crimes which ought to be considered as a bar to the marriage of the criminal?

7. Assuming, according to the prejudices of the largest number, that the white is the superior race, ought laws to be passed prohibiting marriage between white persons and Indians, Negroes, Australians, or Chinese?

What will be the effect of such marriages on the welfare of the State? Will they drag down the assumed superior race, while they tend to build up the other race? Will such marriages offend the race prejudices alike of the black and white races? Or will such marriages be pleasing to the one race and displeasing to the other? Will not the violation of race prejudices by such marriages occasion unhappiness, and is there any advantage to the State to compensate the misery? What has been the result of the marriages of white women with negro men on the happiness of the wives and their offspring?

Such questions as these, it may be assumed, are in the mind and province of the Legislatures when marriage laws are framed, and who shall say that such grounds ought not to be considered?

When we bear in mind how difficult it is to pass laws through Congress, and how difficult it is to adopt uniform laws which do not operate harshly on some portion of our immense country, we may well question the advisability of amending the Constitution of the United States in order to put the subject of the marriage relation under the control of Congress.

Two cents postage after October 1st. Cheap, is it not? Safe, too—and very prompt.

Now let us have a United States postal telegraphy

WAR SONGS—For anniversaries and gatherings of soldiers. To which is added a selection of songs and hymns for Memorial Day. The music is for male voices, and has accompaniments for piano or organ. Price, 50c. Published by Oliver Ditson & Co., Boston.

Grand Army Songs might be a better title than the other, which, however, simply indicates the melodies which came into notice during our great national struggle. The bitter thoughts of war times have long ceased to trouble us. The music of the camp will always have a charm to those who heard it, and the patriotic songs sung at home will long have a place among the lyrics of the rescued nation.

The older patriotic tunes are not forgotten, and there is a full supply of the tender and consoling hymns that belong to memorial and funeral occasions.

There are also a few new tunes that will make hours by the camp fire pass pleasantly. Altogether the collection is timely, and will be well received by the public.

SCHOOL OF MINES

—AND—

METALLURGY,

Rolla, Phelps County, Mo.

(State University.)

—

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

—O—

The course of study extends through three years, embracing the following:

Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and railroad surveying, drawing, sketching, triangulations, excursions to bridges, railroad construction, &c., form the chief work of this department.

Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical

Tuition in all studies for the year.....\$20.00
Board at Rolla per month.....\$0.00 to 15

Spring term begins Feb. 6, 1883.

For further information apply to

CHAS. E. WAIT, Director.

G. Z. WHITNEY, Sec'y.

TENNESSEE
American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

TENNESSEE.

PROF. HYDER, County Superintendent of Corlen County, writes:

"I read the *American Journal of Education* regularly, and regard it as the very best educational journal published. It aids teachers and school officers materially in organizing our schools, in the levying of taxes to sustain them, and in its plans for building school houses it is also very useful."

I show these plans and reiterate its statements 'that teachers must have a place to work and tools to work with.' It is pre-eminently useful for the practical work it is doing in these directions."

Another eminent educator in Tennessee writes as follows:

"A word to our teachers in regard to school journals. In nothing perhaps are teachers more deficient than in a thorough knowledge of the literature of their profession."

"But," says one, "What shall we read?"

We answer, school journals. We notice that the most successful teachers are those who read these journals.

The JOURNAL has been of great service to us in organizing our schools. There is a kind of inspiration in the editorial columns that does one good. We attribute much of this to the live, active and zealous advocate of popular education, Mr. J. B. MERWIN, the managing editor and publisher. School officers and teachers who desire something real, live and practical, will find all this, and more, in this publication."

Do we not need more schools? do we not need longer school terms in view of the fact that 800,000 immigrants were landed on our shores in 1882?

How are we to Americanize these people and train them into intelligent American citizens in any other way so speedily and at so little cost?

AN OLD TIMER EXPOSED.

HERE is a vivid but not over-drawn picture of the old time, useless, "puzzle" methods of wasting the time of children, called teaching.

Prof. L. E. Wolfe has rendered an essential service in this expose, if there is yet anyone left anywhere in this broad land, so barbarous.

TO OUR TEACHERS.

Permit me to say a few words to you upon the subject of knotty mathematical problems and knotty sentences. These are the great bugbears of every young teacher. As I write, my mind goes back to the log school house in old Kentucky where I did my first pedagogic work, in plying the lever that elevates humanity. To-day, I see that log house with its "slab seats" and broken desks; about that spot lingers and haunts other scenes; the old one-eyed, bald-headed, tobacco-squirting problem-giver.

Even now, after the lapse of years, I see him squirt tobacco juice from each corner of his mouth, nod his head presumptuously, squint his eyes and mouth in giving me one of those old mathematical nuts to crack.

A SPECIMEN NUT.

"There is an upright conical shaft one hundred feet in height, with a base diameter of one foot. Commencing at the bottom a half-inch rope is wound around the shaft to the top. An eagle takes the end of the rope at the top in its beak and flying horizontally unwinds the rope; what distance does it fly?"

This is but one of a thousand. If I failed to solve this difficult problem I was characterized as an ignorant upstart who was not competent to teach school. And so it went, day after day, year after year. God only knows how much sleep I have lost and how much humiliation I have suffered at the hands of these chronic problem-venders.

When slightly recovered from the nervous shock produced by the mathematical nuts, then came the nuts in

PARSING AND ANALYSIS.

Of course nothing was ever said about common sense questions — of the nature and obligations of a promissory note, bill of exchange, order, receipt, or endorser, how to send money, write a letter, or how to write an article for a newspaper even upon the most simple subject; the best

method of thinking and expressing thought; the works of literary merit that I had read. The great network of practical information was considered of very little importance.

The question, what knowledge will be of most practical utility to the average boy or girl in the great battle of life, was never asked.

I received the impression that the chief occupation of most of my pupils in life would be solving hard puzzles, and analyzing idiomatic sentences. Alas! how deluded. Now, ushered into the great duties of life, I find that I am compelled to be exact and judicious upon ten thousand practical subjects instead.

When these difficult problems are given to an eminent mathematician, he can afford to say: "That is a very difficult problem. I have never been able to solve it."

The teacher might be egregiously ignorant, and he generally was, of the nature, functions and officers of the government under which he lived — ignorant of almost everything that an intelligent man should know, still no avenging Nemesis ever brandished his bludgeon over the head of that favored pedagogue.

Teachers of — county, I am informed that these enemies of progress are not all dead; that here and there in your midst is found one of these specimens. It was this information that led me to pen this picture.

Can it be possible that other young teachers are thus tormented when friendless, by these ignorant barbarians?

In my opinion the best teacher is he who gathers practical information from every source, assimilates it, and teaches it so as to develop a maximum of thought, and a maximum of discriminating and investigating power — I mean ability to investigate practical questions as they arise in life. Almost any fool can solve a problem when it is given under a certain rule, and he is assured that every problem can be solved by the above rule; but it takes a person of sense, practical experience, and discriminating power to solve problems and decide questions as we meet them in the struggle of every day. Our pupils need preparation for this.

Princes, potentates, plain people, everybody needs Samaritan Nervine. Of drugists, \$1.50.

Col. H. Waters, U. S. Dist. Atty., Kansas City, said: "Samaritan Nervine cured my niece of spasms." Druggists in all States keep it.

* * * "Necessity is the mother of invention." Diseases of the liver, kidneys and bowels brought forth that sovereign remedy Kidney wort, which is nature's normal curative for all those dire complaints. In either liquid or dry form it is a perfect remedy for those terrible diseases that cause so many deaths.

Rose Polytechnic Institute.
TERRE HAUTE, IND.

A well-endowed School of Engineering. Departments: Mechanics, Civil Engineering, Chemistry, Physics and Drawing. Ample manufacturing machine-shops, laboratories, library, cabinet and models. Three classes organized. Address till Sept 1, Samuel S. Early, Sec. After that date, Pres't Charles O. Thomson.

ALMIRA COLLEGE,
FOR YOUNG LADIES.

The twenty-ninth year will commence Sept 6, 1881. For catalogue of course of study, terms and accommodations, address the President, JAMES P. SLADE, Greenville Ill.

Bunker Hill Academy.

BUNKER HILL, ILL.

First-class home school for boys, and Day School. Unsectarian, Christian, thorough, progressive, classical, scientific, normal and commercial. Terms reasonable. Highest references. Opens September 10. Address REV. S. L. TIVER, A. M., Principal.

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EWING COLLEGE.

Ewing, Franklin County, Illinois.

Affords instruction in Science, Literature, Music and the Forms of Business.

The Faculty are devoted to their calling and to the welfare of their pupils.

Its motto is Onward and Upward. It is consecrated to Christian Culture.

Its course of study is well arranged, and, including the Academic Department, extends through a period of seven years.

The instruction is thorough and practical.

The expenses are light; the location is healthy; the situation is retired; the scenery is pleasant; the influences are excellent. Send for catalogue.

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CHICAGO, ILL.

The twenty-fifth collegiate year begins Sept 19th. Diploma admits to the bar of Illinois. For circulars address H. BOOTH, Chicago.

16-8b

Iowa State Normal School,
CEDAR FALLS, IOWA.

The great school for teachers, supported by the State of Iowa. Eighth year. Four hundred students. Three buildings, large and imposing, steam-heated throughout. Boarding hall complete; large faculty; excellent library and well equipped laboratories. The cheapest of schools. Fall term commences Sept. 5, 1881. Send for catalogue. 16-8f J. C. GILCHRIST, Prin.

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One of the half dozen best Preparatory and Classical Schools in the United States. Excellent facilities in academic studies, music, painting, industrial science and commercial studies. The payment of \$60 in advance will cover all tuition in the preparatory and academic courses together with board, limited amount of washing room, heating, and all other necessary expenses except books, stationery, lights, and small contingencies, for the Fall Term of twelve weeks, beginning August 29th. Send for catalogue to 16-8e G. M. STEELE, Principal.

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PHILADELPHIA, PA.

One hundred and eighteenth annual session. The attention of students looking to the profession of Medicine is particularly called to this, the oldest Medical School in the United States. Recent changes in the curriculum include a prolongation of the course, and the introduction of much laboratory teaching and practical instruction in all the branches of medical science.

For an announcement containing full particulars, address JAMES TYSON, M. D.,

16-8c See Secretary Faculty of Medicine.

Mt. Carroll, Ill., Seminary,

With its Musical Conservatory, incorporated in 1822. Completely furnished for Classical, Elective and Normal courses of study, as also in Music and Art. Location noted for its beauty and healthfulness. Easy of access. Expenses low for the accommodations furnished, and great care taken of students. Hundreds fitted for usefulness through the pecuniarity of "Teacher's Provision." Our graduates are sought for the best positions. "The Oracle," (students' journal), giving particulars, free. Address Principal Mt. Carroll Seminary, Carroll County, Illinois.

16-8d

MANUAL TRAINING.

MR. MAROTHER of the Royal Educational Commission of England, said at Saratoga:

"England has to face a competition unknown before. Our inquiry starts from this position. How may our work people be more intelligent? Our object is utilitarian."

Yours is the higher; how shall the manual vivify the mental? The race between England and America is about to come off. You are in advance of us in fertility of inventive power.

There is a general aptitude of means to the end in America that one does not find in any other country.

England is now conscious of the fact, that to enable her to develop her full strength, she must at once educate to the furthest extent the artisan masses, in order to bring them up to the intellectual plane of the American workman.

We are now teaching our scholars manual labor. Every boy goes into a workshop three or four times a week. School age ends at 18, and before boys are a year older they go to work, and the more extended education has to be obtained in the night schools.

Bishop Fraser of Manchester, introduced a national educational act borrowed from America ten years ago, which has since been in operation with gratifying results."

Mr. Marther paid a high compliment to the educational advantages, and their results in America.

GEORGIA.

THE Atlanta Constitution makes the following practical and sensible suggestions:

"We have thought it best to begin at the bottom in building up, while others think a lofty ideal should be held up from the start. We would prefer a school like that attached to the Washington University in St. Louis, or the recently established school in Chicago; but other good friends of technical education would prefer to establish at once a school on the basis of Hoboken, or Troy, or Boston.

If the Legislature leaves the commission that it creates any discretion in the matter, the friends of the two plans will have good opportunity to present their respective merits and fitness to the needs of the State."

The needs of the State are in the line of manual training.

Rev. A. D. Mayo, who has traveled extensively and observed closely the needs of the South, in his reports seems to endorse the position taken by the Atlanta Constitution in its ap-

proval of the St. Louis Manual Training School connected with Washington University.

Dr. Mayo says: "Schools for artisans, to teach trades and mechanical industries, are greatly needed. The South wants more artisans and mechanics, but so far fails to educate persons to fill these positions. The consolidation of the Southern colleges and the establishment of more normal schools would be further advantages of great value and benefit to the South."

The Post-Dispatch says in a recent issue that "On the whole, much as has been said about the politics of the State University, and little as we hear of its "scholarship," many parents may do worse than send their boys to Columbia."

Yes, they might send them to the State prison. Out of one hundred and forty free scholarships to which St. Louis is entitled, Dr. Laws can only persuade "two" to avail themselves of them! Popular Laws!

Prof. T. S. Cox has general charge of institute work in the six counties composing the 20th Senatorial District of Missouri: Dade, Cedar, Polk, Dallas, Hickory and St. Clair. Mr. Cox has recently been elected principal of the Peirce City schools.

The great need of to-day is to appreciate how little we know, how much there is to be learned, and the selection of a right ideal or motive; a motive that will lead us in the right way, however slow.

It is not by their intelligence alone, but by their virtue, that any people can be kept free and prosperous. Intellectual training without the training of the will, only increases the power for evil without giving any direction toward the good.

One Experience from Many.

I have been sick and miserable so long and had caused my husband so much trouble and expense, no one seemed to know what ailed me, that I was completely disheartened and discouraged. In this frame of mind I got a bottle of Hop Bitters and used them unknown to my family. I soon began to improve, and gained so fast that my husband and family thought it strange and unnatural, but when I told them what had helped me, they said, "Hurrash for Hop Bitters! long may they prosper, for they have made mother well and us happy!"—The Mother.

*Both Lydia E. Pinkham's Vegetable Compound and Blood Purifier are prepared at 233 and 235 Western Avenue, Lynn, Mass. Price of either, \$1. Six bottles for \$5. Sent by mail in the form of pills, or of lozenges, on receipt of price, \$1 per box for either. Mrs. Pinkham freely answers all letters of inquiry. Enclose 2¢ stamp. Send for "Guide to Health and Nerve Strain."

A pint of the finest ink for families or schools can be made from a 10 cent package of Diamond Dyes.

READING SCHOOLS.**EMORY COLLEGE,
OXFORD, GEORGIA.**

Emory College was organized in 1837. It is located in a region (900 feet above the sea) free from malaria; it is 40 miles east of Atlanta. Its Faculty is full and actively engaged; its curriculum broad and liberal. The expenses are small. For full information write for catalogue to the President, ATTICUS G. HAYGOOD, D.D., Oxford, Georgia.

**SHEFFIELD SCIENTIFIC SCHOOL
OF YALE COLLEGE.**

Courses in Chemistry, Pure and Applied, in Civil and in Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc. For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. x312-2

**The Hershey School of Musical Art.
CHICAGO, ILL.**

Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

Fall term begins Sept. 14th.

Send for circular with full particulars. H. CLARENCE EDDY, General Director. Mrs. SARAH HERSHHEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill.

LaGrange College.**LA GRANGE, MO.**

Is prepared to give a superior education in Classical, Normal and Preparatory courses of study. Also in vocal and instrumental music. \$150 will pay board and tuition bills for college year. Students for the Gospel ministry and children of ministers whose whole time is given to the ministry free.

Ladies received on same terms as gentlemen. Location easy of access and noted for its healthfulness.

The seventeenth year, under one president, commences September 18, 1882.

For catalogue, address J. F. COOK, LaGrange, Mo.

**To Get a Practical Education
GO TO****Johnson's Commercial College**

S. W. cor. 3d and Vine, St. Louis, Mo.
xv-ti Write for Circulars.

Glendale Classical and English School

Boarding School for Boys, located at Glendale, St. Louis county, Mo. Opened November 1st, 1882. Both the modern and ancient languages will be made a specialty, and will be taught largely by the natural method. Great attention will be given to instruction in the English branches, embracing Reading, Writing, Arithmetic and Composition, as well as such other practical studies as will prepare the student for any of the business avocations of life. Pupils admitted at any time. For terms and information address the Principal, E. A. HAIGHT, A. M., Kirkwood, Mo.

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—AND—
MUSEUM OF FINE ARTS,**

Art Dep't Washington University

The School is fully equipped with working material, and furnishes instructions in Drawing, Modeling, Painting, perspective and decorative Design.

Next term begins Oct. 1st, 1883. Students may enter at any time.

HALSEY C. IVES, Director.

READING SCHOOLS.**CARLETON COLLEGE, Northfield Minn.**

For both sexes. Four courses of study.

JAS. W. STRONG, President.

ILLINOIS STATE NORMAL UNIVERSITY, for the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin and March 12, and Sept. 3, 1883. For particulars address Edwin C. Hewett, President, Normal, Ill. 18-10c

**Drury College,
Springfield, Mo.**

DEPARTMENTS—I. College proper. II. Preparatory. III. Music. IV. Art.

COURSES OF STUDY—Classical, Scientific, Literary and Normal.

Tuition and all expenses very low, advantages considered.

Tuition (save in music and art) commonly free to candidates for the ministry and children of ministers.

Equal advantages to ladies and gentlemen.

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**WOMAN'S MEDICAL COLLEGE
OF CHICAGO.**

The annual session commences about the first Tuesday in October, and continues 22 weeks.

Spring term commences about March 1, and continues 12 weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

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For information or announcement, address

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Open the entire year. College Journal and circulars free. C. E. BAKER, M.A., Pres't. W. H. MARQUAN, Sec'y. 15-6 ly

MANUAL**TRAINING SCHOOL****WASHINGTON UNIVERSITY,
ST. LOUIS.**

The FOURTH YEAR of the School will begin SEPTEMBER 10, 1883.

One Hundred Boys

will be admitted into the new class. All candidates must be at least fourteen years old on the 10th of September, and must show a good knowledge of Arithmetic, Geography, Spelling, Writing, Reading and Composition.

Candidates for the second year class must be at least 15 years old, and familiar with the first year's work.

Examinations will be both written and oral. Boys intending to present themselves are advised to master perfectly the preparatory work in place of trying to cover the work of the school.

EXAMINATIONS FOR ADMISSION WILL BE HELD FRIDAY, SEPT. 7th, BEGINNING AT 9 A.M.

Catalogues will be sent on application to C. M. WOODWARD, Director.

**EAST ILLINOIS
COLLEGE AND NORMAL SCHOOL.**

DANVILLE, ILL.

TEN DEPARTMENTS! TEN NORMAL TEACHERS!

A college for the masses! Tuition, ten weeks term, \$8.00. Meals with club \$1.50 to \$2; with private families, \$2.00 to \$2.50. Furnished rooms \$2 per month to each student. Good coal \$3 per year. Text-books are rented at ten per cent. Terms begin Sept. 4, Nov. 13, 1883, and Jan. 22, April 1, June 10, 1884. The Normal Mirror, edited by the faculty, will give full information. Address A. C. Hopkins, President, Danville, Ills.

MISSISSIPPI American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

COLLEGE SKETCHES. NO. 1.

NINETEEN OF US.

HUNTSVILLE. Certainly an appropriate name, for one must hunt before he finds this pleasant little village, girt in by rugged hills of green.

There are two places here of public interest, which attract visitors from abroad. One an institution of learning, one of correction; both under the supervision of the State.

On an eminence surrounded by a beautiful grove of pine, cedar and sweet gum, stands Sam Houston Normal Institute, the pride of our State, and the loved college home of many students.

From its windows may be seen a huge brick wall that encloses the "shut in city" where for many weary months or years those who have violated law are paying the penalty of their crime against society.

Just across the street from the prison is a large stone dwelling occupied by the Superintendent, his wife, three children, Prof. Zan, and nineteen normals.

Such a good tempered, studious and jolly coterie of girls as we are, would be hard to find.

"Coming events cast their shadows before." I foresee many happenings between now and June. For fear no one will take the trouble to write a memoir of our virtues when we are gone, I feel myself impelled to write the deeds and misdeeds of the merry nineteen; and since "truth is stranger than fiction," I will confine myself principally to sure enough happenings.

We have one of the best homes to be found away from home, sweet home. The upper story is sacred to us girls, and is never desecrated by the foot of man, except when we call up the valuable services of a convict to hang a picture or repair a trunk lock.

It is hard not to break constantly the commandment, "Thou shalt not covet," and live among such beautiful faces and costly raiment.

— and I had our first "fracas" to-day. She wore —'s handsome cloak to church, and when she appeared out this evening in Gussie's beaver hat, I told her it was not quite proper. I know her father would rise in the strength of his "Georgia dignity" and disapprove of borrowed plumes. It may be old fogeyism in me, but I have noticed that unpleasantness, ill temper and broken friendships grow out of borrowing! I do not wish my girl to fall into the habit.

I never in all my born days—and to the best of my recollection, never before I was born—saw such mud as we are now enjoying. Slip, slosh, slide! once I sat unexpectedly down on the sidewalk. I was forcibly reminded that "The wicked stand on slippery places." One afternoon an overgrown wagon drawn by three yoke of oxen, stranded right across our walk. The poor cattle were almost up to their noses in mud. The long line of normals were forced to climb over the tongue of the wagon, since there was no getting round. The oxen must have gotten out or sunk completely, as the next morning they were gone.

Two of our professors (good men, and able too,) are in —. They travel ostensibly to collect "specimens." Last week they went to the Gulf: after devouring all the oysters they possibly could, they returned, bringing a few rocks and other specimens.

The study of zoology is interesting with these specimens before us. We are away past mollusks and articulates, and have been promoted to Prof. Zan's room and quadrupeds.

Having no specimens of this order he tried to content us with pictures. We told him firmly that we would go back to Miss Lell and the bugs, if in addition to our museum he did not collect a menagerie for us.

The Professor looked sad. Not being a married man, he is tender hearted, and it grieved him to disappoint us. Knowing as he did the lofty aims, the noble industries of the D's and E's, it pained him to feed us on the dry husks of science!

Looking out of our windows one holiday afternoon, we joyfully clap-

ped our hands. "Prof. Zan! Prof. Zan!" we called, "It has come—the specimen with the pre-hensile tail!" In a twinkling we were throwing pennies to the organ grinder's monkey. A man gave him a cigar. The little fellow grew quite sick. He cuddled down against his master's breast and looked up, oh so piteously, with his brown wizened face the color of ashes, and moaned. I was truly sorry for the dumb beastie, but I could not spare much time for pity. I have prayed and longed for this year of study so, that I almost begrudge a moment's recreation.

That blue-eyed maiden of mine cried in class because Prof. Heptamer frisked up to the board, erased her example, and sought to make her understand the solution.

"I would not weep, girlie," I said, trying to speak consolingly. "I rather enjoy it when a professor stands by me at the board, to explain things."

"I don't doubt it in the least," was the roguish reply.

"Annie Laurie," say I severely, "you are getting quite beyond my control! Lay aside that charming work on psychology! your will powers are developing too rapidly, and come with me to the parlor."

Bess at the piano was singing "Home, Sweet Home." One by one the girls slipped from the room, and ran up stairs. I had scarcely entered the parlor, but followed the retreating girls. Peeping over the balustrade, I espied Prof. Zan hastening out, his hat pulled suspiciously over his eyes. "Bess cleared the room of one too many that time," is my inward comment.

No more music and not much study for us to-night.

ROSE-OF-TANGLEWOOD.

Messrs. A. S. Barnes & Co. have just issued two interesting works of an educational character. The first is a fourth edition of Griffin's How Not to Teach, revised and enlarged so as to include a chapter on The Way to Teach, with a practical illustration in the form of a series of Number Lessons [after Grube], with test problems for review exercises. The book is neatly bound in cloth, and will prove to be a powerful aid to correct methods of teaching in the hands of any teacher. Price, post-paid, 25c.

The second is the long promised Light Line Short Hand, of Roscoe L. Eames. This is a text book giving a practical phonetic system without shading. It is eminently adapted for business correspondence and verbatim reporting, and has been successfully used by the author for many years. The illustrations occupy 58 full pages, and there is a vocabulary of 4,500 words and phrases. The book is a thorough self-instructor. Price, post-paid, \$1.50.

It is better to remove than to hide complexion blemishes. Use **Glen's Sulphur Soap.**

Hill's Hair Dye, black or brown, 50 cents.

PIKE'S TOOTHPASTE DROPS cure in one minute.

A NOTED BUT UNTITLED WOMAN.

[From the Boston Globe.]



Mrs. Editors —

The above is a good likeness of Mrs. Lydia E. Pinkham, of Lynn, Mass., who above all other human beings may be truthfully called the "Dear Friend of Woman," as some of her correspondents love to call her. She is zealously devoted to her work, which is the outcome of a life-study, and is obliged to keep six lady assistants, to help her answer the large correspondence which daily pours in upon her, each bearing its special burden of suffering, or joy at release from it. Her Vegetable Compound is a medicine for good and not evil purposes. I have personally investigated it and am satisfied of the truth of this.

On account of its proven merits, it is recommended and prescribed by the best physicians in the country. One says: "It works like a charm and saves much pain. It will cure entirely the worst forms of falling of the uterus, Leucorrhœa, irregular and painful Menstruation, all Ovarian Troubles, Inflammation and Ulceration, Floodings, all Displacements and the consequent spinal weakness, and is especially adapted to the Change of Life."

It permeates every portion of the system, and gives new life and vigor. It removes faintness, flatulence, destroys all craving for stimulants, and relieves weakness of the stomach. It cures Bloating, Headaches, Nervous Prostration, General Debility, Sleeplessness, Depression and Indigestion. That feeling of bearing down, causing pain, weight and backache, is always permanently cured by its use. It will at all times, and under all circumstances, act in harmony with the law that governs the female system.

It costs only \$1 per bottle or six for \$5, and is sold by druggists. Any advice required as to special cases, and the names of many who have been restored to perfect health by the use of the Vegetable Compound, can be obtained by addressing Mrs. P., with stamp for reply, at her home in Lynn, Mass.

For Kidney Complaint of either sex this compound is unsurpassed as abundant testimonials show.

"Mrs. Pinkham's Liver Pills," says one writer, "are the best in the world for the cure of Constipation, Biliousness and Torpidity of the liver. Her Blood Purifier works wonders in its special line and bids fair to equal the Compound in its popularity."

All must respect her as an Angel of Mercy whose sole ambition is to do good to others.

Philadelphia, Pa.

Mrs. A. M. D.

\$72 A WEEK. \$12 a day at home easily made. Costly outfit free. Address TRUS & CO., Augusta, Maine.

KIDNEY-WORT

HAS BEEN PROVED
The SUREST CURE FOR
KIDNEY DISEASES.

Does a lame back or disordered urine indicate that you are a victim? THEN DO NOT HESITATE; use Kidney-Wort at once, (druggists recommend it) and it will speedily overcome the disease and restore healthy action.

Ladies to your sex, such as pain and weakness, Kidney-Wort is unsurpassed, as it will act promptly and safely.

Either Sex. Incontinence, retention of urine, brick dust or rosy deposits, and dull dragging pains, all speedily yield to its curative power.

45c SOLD BY ALL DRUGGISTS. Price \$1.

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THE GREAT CURE

FOR
RHEUMATISM —

As it is for all the painful diseases of the KIDNEYS, LIVER AND BOWELS.

It cleanses the system of the acrid poison that causes the dreadful suffering which only the victim of Rheumatism can realize.

THOUSANDS OF CASES of the worst forms of this terrible disease have been quickly relieved, and in short time

PERFECTLY CURED.
PRICE, \$1. LIQUID OR DRY, SOLD BY DRUGGISTS.
Dry can be sent by mail.

WILLS, RICHARDSON & CO., Burlington Vt.

KIDNEY-WORT

ILLINOIS.

PRES. SWAHLEN of McKendree College, reports the outlook for a largely increased attendance for the coming year, as very favorable.

He has numerous engagements at county institutes in Illinois. He is a very popular and forcible speaker, and has something to say, withal, to the large crowds who attend. He does not drink at a stagnant pool, physically, intellectually or morally.

Old McKendree will grow larger and stronger under his intellectual and moral stimulus.

Efforts are being made to secure a young ladies' hall, and the prospects for success in this direction are very flattering. All admit the necessity of this; indeed it is a long-felt need, and if those who have the means will respond liberally and cheerfully when called upon, it can be done easily. Other changes are contemplated, all looking to improvement in scholarship and attendance.

NEW YORK.

WE clip from the New York Tribune some interesting facts about teachers and teaching in New York city.

First, as to compensation:

"To what extent does teaching remunerate woman? If the bare laws of supply and demand ruled, the lady teachers would not be well off.

On the rolls of the Board of Education there stand at present the names of more than 400 applicants for vacant places, and the board has never been compelled to advertise for instructors. The principal of a school, whose duty it is to teach, not the pupils but the teachers, receives from \$1,000 to \$1,700 a year, according to the size of the school. If the number of pupils is 200 or less, the salary is \$1,000, and for every increase of 200 pupils, the salary is raised about \$100; but if the principal has been employed fourteen years, her salary is \$1,900 a year, no matter how large the school.

Teachers who serve under a principal—assistant teachers, they are called—receive from \$600 to \$1,000, or an average salary of \$600 a year after one year's experience in the schools, but the first year are paid only \$400. In the grammar schools an assistant teacher has charge of 35 pupils; in the primary schools of 50 pupils.

So it appears that the highest salary possible for a female principal is about \$36 a week, and for an assistant teacher about \$20 a week, and the average salary for a principal about \$26 a week, and of an assistant teacher about \$11 a week.

It is an interesting fact that the

great majority of these assistant teachers spend this modest stipend for the support of their fathers, mothers, or younger brothers and sisters, not less than for themselves, and that were their little earnings to cease, many a household would suffer for lack of those necessities of life which often are its only luxuries.

But small though the pay is, it is practically guaranteed as long as the recipient cares to earn it, or has the health to do so. A teacher in the public schools is not subject to the caprices of any individual, or any body of men, who may desire her removal. Once in, she is practically a fixture, as long as she chooses to stay and conducts herself properly."

WHAT IS REQUIRED.

To be appointed a teacher in the New York city schools, the candidate must be at least 18 years of age, and must apply for a license to the City Superintendent on the third Friday of the month. She must, further, bring with her a request signed by a commissioner of common schools, or by the chairman of a board of school trustees, or by a majority of the members of a board. She must produce, also, a certificate from the chairman or the majority of the board of trustees, stating that a vacancy exists, and that her moral character is unexceptionable. She must submit to an examination in reading, spelling, English grammar, United States history, English literature, arithmetic, algebra (through quadratic equations) plane geometry, descriptive astronomy, physics, zoology or physiology, and the principles and methods of teaching.

DR. F. A. KING proposes in the Popular Science Monthly to "present a series of facts—some of the best known and most generally established facts—with regard to the so-called "malarial poison," and to show how they may be explicable by the supposition that the mosquito is the real source of disease, rather than the inhalation or cutaneous absorption of marsh vapor."

Malarial poison has come to be a very serious trouble East as well as West and South, and if Dr. King can give a solution of its cause, or a remedy for it, we shall all hail him as a benefactor.

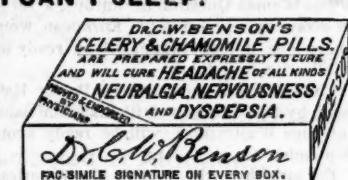
Our teachers, in organizing their Reading Club for this Winter, should among other magazines, by all means secure the Popular Science Monthly. Published by D. Appleton & Co., New York.

No matter what his rank or position may be, the lover of books is the richest and the happiest of the children of men.

"OH MY HEAD!

HOW IT THROBS!

I CAN'T SLEEP!"



"Had Neuralgia and Sick Headache for years. Chloral or other medicines would not cure, but your Cele y Pills did."—S. G. Harburg, Cuyahoga Falls, Ohio.

"Am an old broken down minister and I thank God for your pills, they cured my neuralgia."—Rev. D. Allen, Montevideo, Florida.

"For 50 years, at short intervals, I had sick headache. Your pills have cured me."—Wm. Hubbard, Manchester, N. H.

"I am glad to say they have cured me of severe headache."—Mrs. Alfred Dresler, Milton, Pa.

"I know of other cases beside my mother's where they have cured headache."—E. P. Cornell, Pittsburgh, Pa.

"Cured me and my sister of nervous headache of several years standing."—Miss Chamberlain, East Fairfield, Ohio.

"Cured me and a friend also, of aggravated sick headache."—J. P. Kelly, Tazewell, Va.

Dr. Englar, a prominent "regular" of Baltimore pays them this high tribute: "The most important addition made to the materia medica in the last quarter of a century."

Dr. Benson's Skin Cure consists of internal and external treatment at same time, and makes the skin white, soft and smooth. It contains no poisonous drugs. \$1, at druggists.

C. N. Crittenton, Sole Wholesaler agent for Dr. C. W. Benson's Remedies, 115 Fulton St., New York

SAMARITAN NERVE
IS UNFAILING
AND INFALLIBLE
IN CURING
Epileptic Fits,
Spasms, Falling
Sickness, Convulsions,
St. Vitus Dance, Alcoholism,
Opium Eating, Seminal Weakness, Impotency, Syphilis, Scrofula, and all
Nervous and Blood Diseases.

"To Clergymen, Lawyers, Literary Men, Merchants, Bankers, Ladies and all whose sedentary employment causes Nervous Prostration, Irregularities of the blood, stomach, bowels or kidneys, or who require a nerve tonic, appetizer or stimulant, *Samaritan Nerve* is invaluable.

"Thousands proclaim it the most wonderful Invigorant that ever sustained a sinking system. \$1.50 per bottle.

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Sold by all Druggists. (18)

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BY J. W. SHOEMAKER, A. M.

Design ed for use in Schools and Colleges, and for all interested in Elocution. 200 pages, handsomely bound postpaid, \$1.25.

A condensed yet comprehensive treatment of the whole subject of elocution, giving brief consideration to all the topics bearing upon natural expression. Voice articulation, expression gesture, and methods of instruction comprise the chief departments of the work, each department being illustrated by varied and appropriate examples, so selected as to afford the broadest application. Special rates for introduction Correspondence solicited. For sale by all book-sellers or by the publishers.

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Prof. CARL VINCENT, so long and so largely identified with the school interests of Missouri as one of our leading educators, has left us and located at Brownwood, Texas. We congratulate the educators of Texas on this acquisition to their ranks.

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Editors American Journal of Education:

Vernon County is holding for the first time, a genuine four weeks' Normal Institute, under the management of Prof. C. E. Wolfe it is being made a grand success. The teachers are full of enthusiasm, and are determined to make our institute next year, as this has been, one of the best in the State.

W. H. MARTIN,

County School Commissioner.

NEVADA, Mo., Aug. 9, 1883.

School interests must seem to be looking up. The *Globe-Democrat* says: "The adoption of the amendment authorizing increased appropriations for the schools, improves the outlook for Texas 100 per cent."

Judge Jeremiah Black, one of the oldest, most conscientious, able, and best of the late politicians and statesmen, died in York, Pa., August 19.

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Recent Literature.

G. P. Putnam's Sons announce the following works for early autumn:

The Woman Question in Europe, a series of essays by representative European women, so long in preparation, will be ready for publication in October.

The History of the Northern Pacific Railroad, by E. V. Smalley, with maps and many full-page illustrations, will be ready about September 1st.

For girls they will publish The American Girl's Home Book of Work and Play, by Helen Campbell, a volume giving suggestions and instructions for in-door and outdoor amusements, and for occupations for play or for profit. The volume will be very fully illustrated.

Work for Women; being hints to aid women in the selection of a vocation in life, and describing a number of occupations suitable for women, by George J. Manson.

Roberts Brothers republish Rev. Edward Everett Hale's pleasant story "Ten Times One Is Ten," which was first issued in 1870. We hope its revival will introduce it to what it deserves, a new set of readers, as well as secure a reperusal from its old admirers.

The September issue of "Topics of the Time" Putnam's Sons, New York, will contain Questions of Belief, and the other contents are The Responsibility of Unbelief, by Vernon Lee; Agnostic Morality, by Frances Power Cobbe; Natural Religion, by Edward Gurney; The Suppression of Poisonous Opinions, by Leslie Stephen; Modern Miracles, by E. S. Shuckburgh.

F. LEYPOLDT, N. Y., has just published a neat little volume, specially calculated to interest readers, bookbuyers and teachers:

"Libraries and Schools," consists of select addresses and papers on a subject that is becoming a live question in education. The first two papers, by Charles Francis Adams, Jr. and Samuel S. Green, both showing the relation of the public library and the public school, have done much to convince teachers that important aid may be had in their work by making a larger use of libraries. The other papers, by Metcalf and Foster, will prove valuable to schools. The papers are selected by Samuel S. Green, the librarian of the Worcester Free Public Library. Neatly bound in cloth. Price, 50c.

THE "North American Review" for September discusses live subjects in a live way. First comes State Regulation of Corporate Profits, by Chief Justice T. M. Cooley of Michigan, showing how far, by wise legislation and by applying in the spirit of enlightened jurisprudence the principles of the common law, the harrowing exactions of corporate companies and monopolies in general may be restrained and the interests of the people effectually conserved. John A. Kasson, M. C., writes on Municipal Reform, and offers suggestions for the abatement of the evils of mis-government in our great municipalities that will command the earnest interest of all good citizens without respect to party.

Richard Grant White treats of Class Distinctions in the United States. In Facts about the Caucus and the Primary, George Walton Green unveils the tricks practiced by political managers in large cities. Rev. Dr. Phelan contributes an article sparkling with epigrams, on the Limitations of Freethinking. Published at 30 Lafayette Place, N. Y., and for sale by booksellers generally.

Lady Beautifiers.

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The third volume of the Topics of the Times series is devoted to studies in literature taken from the best contemporary sources. There is an article on American Literature in England, from Blackwood's Magazine; Hamlet, from the Contemporary Review; The Humorous in Literature, from Blackwood's Magazine; The Bollandists, Contemporary Review; Isaiah of Jerusalem, by Matthew Arnold, Nineteenth Century; Concerning the Unknown Public, by Thos. Wright, Nineteenth Century.

Published by Putnam's Sons, New York. For sale by St. Louis Book and Stationery Company.

THE "Art Amateur" for September contains forty capital rosette designs for wood carving by Benn Pitman of Cincinnati, a profusion of monograms and jewelry designs, several flower and figure designs for china painting, and two handsome designs for South Kensington embroidery. The magazine admirably covers its chosen field, and no one interested in art, either pictorial or decorative, can afford to miss its monthly visits. Price, 35c; per annum, \$4. Montague Marks, publisher, 23 Union Square, N. Y.

Publications Received

Address of Rev. Dr. Heckman at the Semi-Centennial Commencement of Lafayette College, with a report of the proceedings of commencement week.

The American Bookseller, a semi-monthly journal published in the interests of news dealers, booksellers and stationers. N. Y.: The American News Company.

Report of Hon. H. Clay Armstrong, Superintendent of Education of Alabama, for the scholastic year ending September 30, 1882.

Ninth Annual Catalogue of the Southern Illinois Normal University, Carbondale, Ill., 1882-3.

Jesuitism: Catholic and Protestant. An address delivered June 7, 1882, during commencement exercises at Kentucky Military Institute, by Lieut. Colonel Arnold.

Programme of the 23d St. Louis Fair.

Third Annual Record of McCune College, Louisiana, Mo., A. Slaughter, President and Manager.

How to Make Photographs, and descriptive price list. Scovill Mfg. Co., Nos. 419 and 421 Broome street, N. Y., W. Irving Adams, Agt.

Public School Laws of Tenn., including acts passed since 1873; by Hon. Thomas H. Paine, State Superintendent.

Sam Houston State Normal Institute, 1882-3, Huntsville, Texas, J. Baldwin, President.

First Annual Catalogue of the Public Schools of Greenfield, Mo., 1882-3, W. T. Hammer, Supt.

Carleton College, Northfield, Minnesota, 1882-3, Rev. Dr. Strong, President.

Fisk University, Nashville, Tenn., 1882-3, E. M. Cravath, M. A., President.

Church and School, Havana, N. Y., 1882.

Ottawa University, Ottawa, Kansas, 1882-3, T. M. Stewart, A. M., acting President.

Bella High School, Bells, Grayson county, Texas, T. B. King, President.

Lawrence Academy, Groton, Mass., 1882-3, Nathan Thompson, A. M., Principal.

Goff's Handbook of Ready Reference for Advertisers, 150 Nassau street, N. Y., 1882.

Announcement of Bedford College, Bedford, Texas, 1882-3. P. Heinbaugh and J. H. Smithers, Joint Principals.

North Texas Female College, Sherman, Texas, 1882-3, and announcements for 1882-3. Judge I. M. Onins, A. M., President.

Hooper Institute, a school for both sexes, established in 1876, at Clarksburg, Mo. J. N. Hooper, Principal.

Thirty-first Annual Register of the Columbia Atheneum, Columbia, Tenn., 1882-3. R. D. Smith, A. M., President.

Vital Questions!!

[Continued.]

CHAPTER II.

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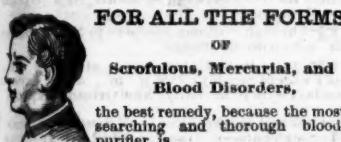
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Illinois Central Railroad.

TIME TABLE.

Train No. 3, Daily with Through
STATIONS except Sunday Sleeping Car
Chicago to New Orleans.

Leave Chicago	8:40 a. m.	8:30 p. m.
Arrive Elkhorn	4:40 p. m.	3:35 a. m.
Arrive Odin	7:10 p. m.	5:45 a. m.
Arrive Centralia	7:35 p. m.	6:10 a. m.
Leave Centralia	10:05 p. m.	6:15 a. m.
Arrive Cairo	4:15 a. m.	10:50 a. m.
Arrive Martin	7:40 a. m.	1:25 p. m.
Leave Martin	10:40 a. m.	10:15 p. m.
Arrive Nashville	7:30 p. m.	10:00 a. m.
Arrive Milan	9:10 a. m.	2:45 p. m.
Leave Milan	12:45 p. m.	5:30 a. m.
Arrive Memphis	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn	10:40 p. m.	4:40 p. m.
Leave Jackson, Tenn	10:45 a. m.
Arrive Mobile, Ala.	1:50 a. m.	6:00 p. m.
Arrive Gr. Junction	12:45 p. m.	6:30 p. m.
Leave Gr. Junction	6:22 p. m.	6:32 p. m.
Arrive Memphis	8:20 p. m.	8:20 a. m.
Arrive Jackson, Miss	10:45 p. m.	3:21 a. m.
Leave Jackson, Miss	4:00 a. m.	5:40 a. m.
Arrive Vicksburg	8:00 a. m.	8:00 a. m.
Arrive New Orleans	7:15 a. m.	11:00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:30 p. m. (23 hours and 30 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1 make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:30 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at Du Quoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

Respectfully,
A. H. HANSON,
General Passenger Agent.

THOS. DORWIN, General Northern Passenger Agent, Chicago.

C. E. RUSSELL, Traveling Pass. Agt., Chicago.

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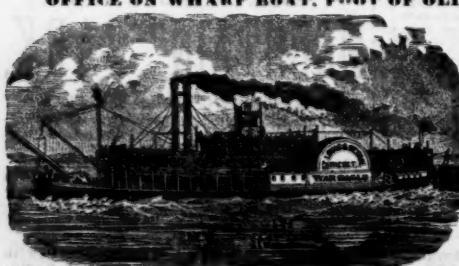
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